

Liberal Arts Core Course Criteria

Liberal Arts Council
University of Northern Colorado

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Updated 5/11/2009

Procedures for Proposing a Course for the Liberal Arts Core

To propose a course for inclusion in the Liberal Arts Core, a program area must complete the relevant parts of the official [UNC Curriculum Review form](#) and see to it that the form is forwarded along with the course syllabus to the Liberal Arts Council for its approval. This can be done by attaching it to an e-mail to sandra.pope@unco.edu.

Only 100- and 200-level courses may be included within the Core, and program areas are normally restricted to having not more than 15% of the courses listed in the *Catalog* as Liberal Arts Core courses. (Exceptions are normally allowed for intermediate writing courses (Area 1b), mathematics courses (Area 2), 100-level language courses (Area 3d), and 200-level language courses and other courses proposed for inclusion in Areas 7 and 8.) No variable-title courses are presently included within the Core.

Either the proposal itself or the accompanying syllabus must contain evidence that the course satisfies the criteria contained in this document.

Any such proposal goes first to the Core Curriculum Committee responsible for the courses in the area of the Core for which the course is being proposed. The Core Curriculum Committee's recommendation regarding the course is then forwarded to the Council and acted upon by the Council. The Council's decision is final (except with regard to securing gtPathways approval for the course, regarding which, see below). The program area may, if it wishes, send a representative to the meeting of the Liberal Arts Council at which the proposal is to be considered. This is not, however, required.

Courses being proposed for inclusion in Areas 1–6 of the Core must also be nominated for inclusion within the state's gtPathways program, and will not become a part of the Liberal Arts Core until approved for inclusion in gtPathways. For all such courses, the [CDHE's form for nominating courses for gtPathways](#) must also be completed, and *the syllabus included in the proposal* must also contain evidence that all the claims made about the course on the CDHE's nomination form are true. When courses have been turned down for gtPathways at the state level, it has almost invariably been the case that this happened because the syllabus failed to provide adequate evidence of just this kind. Program areas proposing courses for gtPathways should be prepared to send someone to Denver on the occasion of the state-level review to answer questions in person. This has been found to be extremely useful as a way to ensure approval for inclusion in gtPathways in a very large number of cases.

To be included as a Liberal Arts Core course in the *Catalog* for a particular year, all the necessary approvals must be in place prior to the deadline for *Catalog* submissions—typically about February 1 for the *Catalog* for the following school year.

AREA 1A: Elementary Composition
UNC Liberal Arts Core Course Criteria

Area 1A of the UNC Liberal Arts Core contains courses included within the Communication content area within the state's gtPathways program. Any course meeting the criteria listed below will meet the state's content criteria for gtPathways courses in Communication.

UNC Liberal Arts Core Goal

The requirement in communication is designed to help students

- develop the ability to use the English language effectively,
- read and listen critically, and
- write with thoughtfulness, clarity, coherence, and persuasiveness.

Each course in the Area 1 sequence assumes that writing is a recursive process. Thus, the intermediate writing courses reinforce, deepen and extend the content of their prerequisite courses.

In Area 1A courses, students learn how to summarize, analyze and synthesize the ideas of others.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of Area 1A Communication courses shall be designed to help students:

1 AND 2 AND 3 AND 4 AND 5 AND 6 AND 7

1. develop rhetorical knowledge:
 - a. focus on rhetorical situation, audience, and purpose,
 - b. use voice, tone, format, and structure appropriately, and
 - c. write and read texts written in at least one genre for an academic discourse community;
2. develop experience in writing processes:
 - a. use multiple drafts,
 - b. develop strategies for generating ideas, revising, editing, and proofreading,
 - c. learn to critique own and other's work, and
 - d. use at least one technology (writing and research tool);
3. develop understanding of writing conventions:
 - a. select appropriate format for different writing tasks,
 - b. apply genre conventions ranging from structure and paragraphing to tone and mechanics,
 - c. use specialized vocabulary, format, and documentation appropriately, and
 - d. control features such as syntax, grammar, punctuation, and spelling;
4. demonstrate comprehension of content knowledge at the introductory level through effective communication strategies, including:
 - a. ability to compose a message for a specific audience and purpose,

COMMUNICATION Area 1A: Elementary Composition

- b. ability to communicate to peers in academic audiences, and
 - c. ability to adapt content and style to respond to the needs of peers in academic audiences and academic rhetorical situations;
5. enhance their competency in critical thinking;
 6. enhance their competency in written communication;
 7. enhance their competency in reading.

Notes:

Courses from any discipline may be nominated if a) the primary focus of instruction is writing and b) the above criteria are met.

AREA 1B: Intermediate Composition
UNC Liberal Arts Core Course Criteria

Area 1B of the UNC Liberal Arts Core contains courses included within the Communication content area within the state's gtPathways program. Any course meeting the criteria listed below will meet the state's content criteria for gtPathways courses in Communication.

UNC Liberal Arts Core Goal

The requirement in communication is designed to help students

- develop the ability to use the English language effectively,
- read and listen critically, and
- write with thoughtfulness, clarity, coherence, and persuasiveness.

Each course in the Area 1 sequence assumes that writing is a recursive process. Thus, the intermediate writing courses reinforce, deepen and extend the content of their prerequisite courses.

In Area 1B courses, students learn how to summarize, analyze and synthesize the ideas of others.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of Area 1B Communication courses shall be designed to help students:

1 AND 2 AND 3 AND 4 AND 5 AND 6 AND 7

1. deepen rhetorical knowledge:
 - a. focus on rhetorical situation, audience, and purpose,
 - b. use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing, and
 - c. write and read texts written in several genres, for specified discourse communities (these communities may include professional or disciplinary discourse communities);
2. deepen experience in writing processes:
 - a. use multiple drafts,
 - b. develop strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth and/or collaborative projects,
 - c. learn to critique own and other's work, including the work of professional writers and/or scholars,
 - d. use a variety of technologies (writing and research tools), and
 - e. learn to evaluate sources for accuracy, relevance, credibility, reliability, and bias;
3. deepen understanding of writing conventions:
 - a. select appropriate format for different writing tasks,
 - b. apply genre conventions ranging from structure and paragraphing to tone and mechanics to more extensive or in-depth writing projects,

COMMUNICATION Area 1B: Intermediate Composition

- c. use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing projects,
 - d. control features such as syntax, grammar, punctuation, and spelling in more extensive and/or in-depth writing projects;
4. demonstrate comprehension of content knowledge at the intermediate level through effective communication strategies, including:
 - a. ability to compose a message for a specific audience and purpose,
 - b. ability to communicate to a variety of audiences or ability to communicate to an audience within a specific profession or discipline, and
 - c. ability to adapt content and style to respond to the needs of different audiences and different rhetorical situations or ability to adapt content and style within a profession or discipline;
5. enhance their competency in critical thinking;
6. enhance their competency in written communication;
7. enhance their competency in reading.

Notes:

Courses from any discipline may be nominated if a) the primary focus of instruction is writing and b) the above criteria are met.

AREA 2: Mathematics
UNC Liberal Arts Core Course Criteria

Area 2 of the UNC Liberal Arts Core contains courses included within the Mathematics content area within the state's gtPathways program. Any course meeting the criteria listed below will meet the state's content criteria for gtPathways courses in Mathematics.

UNC Liberal Arts Core Goal

Collectively, the requirement in mathematics is designed to help students:

- develop understanding of fundamental mathematical concepts and their applications and
- develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for continued learning.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of Area 2 Mathematics courses shall be designed to help students:

1 AND 2 AND 3

1. know how to:
 - a. select data relevant to solving a problem,
 - b. interpret and draw inferences from mathematical models such as formulas, graphs, and tables,
 - c. represent mathematical information symbolically, visually, numerically, and verbally,
 - d. user several methods, such as algebraic, geometric, and statistical reasoning, to solve problems,
 - e. estimate and verify answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results,
 - f. demonstrate an ability to generalize from specific patters of events and phenomena to more abstract principles, and to proceed from abstract principles to specific applications, and
 - g. recognize that mathematical and statistical methods have limitation;
2. enhance their competency in mathematics;
3. enhance their competency in critical thinking.

Notes:

Courses from disciplines other than mathematics may be nominated if the above criteria are met.

AREA 3A: Arts
UNC Liberal Arts Core Course Criteria

Area 3A of the UNC Liberal Arts Core contains courses included within the Arts and Humanities content area within the state's gtPathways program. Any course meeting the criteria listed below will meet the state's content criteria for gtPathways courses in Arts and Humanities.

UNC Liberal Arts Core Goal

Collectively, the requirement in art and humanities is designed to help students:

- recognize the different ways in which humans have perceived their world;
- deepen their understanding of how social, cultural, linguistic, religious, philosophical, and historical circumstances shape the human environment;
- enhance their appreciation of the creative world;
- explore fundamental questions of value, meaning, and modes of expression and creativity;
- investigate the cultural character and literatures of the human experience; and
- approach problems with greater awareness of their moral dimensions and ethical consequences.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of Area 3A Arts courses shall be designed to help students:

1 AND 2 AND 3 AND 4 AND (5 OR 6)

1. respond analytically and critically to cultural artifacts, including music and works of art, by:
 - a. describing the basic elements and their effects on meaning in a work of art,
 - b. relating the effects of geography, economics, politics, religion, philosophy and science on the values of a culture and the stylistic features of its arts,
 - c. determining how a work reflects or rejects the major values or concerns of a historical era or culture, and
 - d. interpreting themes or major concepts;
2. compare and contrast attitudes and values of specific eras (e.g., past to present), or cultures (e.g., non-Western to Western culture);
3. enhance their competency in critical thinking;
4. enhance their competency in written communication; [Note: in addition to the requirements of the state's competency for written communication, the following requirements must be met:
 - a. 20% - 25% of the final grade must be based on writing assignment,
 - b. this work must be graded work,
 - c. in-class assignments must be of a scale at least as large as one has in an essay exam (short-answer questions do not fulfill this requirement),

- d. this work must include assignments done outside of the classroom (in-class assignments are not enough; a piece of polished writing prepared by students outside of class must be included)];
- 5. enhance their competency in reading;
- 6. enhance their competency in technology.

AREA 3B: Literature and Humanities
UNC Liberal Arts Core Course Criteria

Area 3B of the UNC Liberal Arts Core contains courses included within the Arts and Humanities content area within the state's gtPathways program. Any course meeting the criteria listed below will meet the state's content criteria for gtPathways courses in Arts and Humanities.

UNC Liberal Arts Core Goal

Collectively, the requirement in art and humanities is designed to help students:

- recognize the different ways in which humans have perceived their world;
- deepen their understanding of how social, cultural, linguistic, religious, philosophical, and historical circumstances shape the human environment;
- enhance their appreciation of the creative world;
- explore fundamental questions of value, meaning, and modes of expression and creativity;
- investigate the cultural character and literatures of the human experience; and
- approach problems with greater awareness of their moral dimensions and ethical consequences.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of Area 3B Literature and Humanities courses shall be designed to help students:

1 AND 2 AND 3 AND 4 AND (5 OR 6)

1. respond analytically and critically to cultural artifacts, especially literature, by:
 - a. describing the basic elements and their effects on meaning in a work of literature,
 - b. relating the effects of geography, economics, politics, religion, philosophy and science on the values of a culture and the stylistic features of its literature,
 - c. determining how a work of literature reflects or rejects the major values or concerns of a historical era or culture, and
 - d. interpreting themes or major concepts;
2. compare and contrast attitudes and values of specific eras (e.g., past to the present), or cultures (e.g., non-Western to Western culture);
3. enhance their competency in critical thinking;
4. enhance their competency in written communication; [Note: in addition to the requirements of the state's competency for written communication, the following requirements must be met:
 - a. 20% - 25% of the final grade must be based on writing assignment,
 - b. this work must be graded work,
 - c. in-class assignments must be of a scale at least as large as one has in an essay exam (short-answer questions do not fulfill this requirement), and

ARTS & HUMANITIES Area 3B: Literature and Humanities

- d. this work must include assignments done outside of the classroom (in-class assignments are not enough; a piece of polished writing prepared by students outside of class must be included)];
- 5. enhance their competency in reading;
- 6. enhance their competency in technology.

AREA 3C: Ways of Thinking
UNC Liberal Arts Core Course Criteria

Area 3C of the UNC Liberal Arts Core contains courses included within the Arts and Humanities content area within the state's gtPathways program. Any course meeting the criteria listed below will meet the state's content criteria for gtPathways courses in Arts and Humanities.

UNC Liberal Arts Core Goal

Collectively, the requirement in art and humanities is designed to help students:

- recognize the different ways in which humans have perceived their world;
- deepen their understanding of how social, cultural, linguistic, religious, philosophical, and historical circumstances shape the human environment;
- enhance their appreciation of the creative world;
- explore fundamental questions of value, meaning, and modes of expression and creativity;
- investigate the cultural character and literatures of the human experience; and
- approach problems with greater awareness of their moral dimensions and ethical consequences.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of the Area 3C Ways of Thinking courses shall be designed to help students:

1 AND 2 AND 3 AND 4 AND (5 OR 6)

1. understand ways of thinking, including logic and ethics, or obtain a broad understanding of the different questions dealt with by leading philosophers and their positions on those questions;
2. compare and contrast attitudes and values of specific eras (e.g., past to the present) or cultures (e.g., non-Western to Western culture);
3. enhance their competency in critical thinking;
4. enhance their competency in written communication; [Note: in addition to the requirements of the state's competency for written communication, the following requirements must be met:
 - a. 20% - 25% of the final grade must be based on writing assignment,
 - b. this work must be graded work,
 - c. in-class assignments must be of a scale at least as large as one has in an essay exam (short-answer questions do not fulfill this requirement),
 - d. this work must include assignments done outside of the classroom (in-class assignments are not enough; a piece of polished writing prepared by students outside of class must be included)];
5. enhance their competency in reading;
6. enhance their competency in technology.

AREA 3D: Foreign Languages
UNC Liberal Arts Core Course Criteria

Area 3D of the UNC Liberal Arts Core contains courses included within the Arts and Humanities content area within the state's gtPathways program. Any course meeting the criteria listed below will meet the state's content criteria for gtPathways courses in Arts and Humanities.

UNC Liberal Arts Core Goal

Collectively, the requirement in art and humanities is designed to help students:

- recognize the different ways in which humans have perceived their world;
- deepen their understanding of how social, cultural, linguistic, religious, philosophical, and historical circumstances shape the human environment;
- enhance their appreciation of the creative world;
- explore fundamental questions of value, meaning, and modes of expression and creativity;
- investigate the cultural character and literatures of the human experience; and
- approach problems with greater awareness of their moral dimensions and ethical consequences.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of the Area 3D Foreign Languages courses shall be designed to help students:

1 AND 2 AND 3 AND (4 OR 5)

1. develop an ability to communicate in and understand a language other than spoken and written English by:
 - a. acquiring intermediate skill in speaking, aural comprehension, reading and writing in a language other than English, or
 - b. acquiring intermediate skills in American Sign Language;
2. enhance competency in critical thinking;
3. enhance competency in written communication;
4. enhance competency in reading;
5. enhance competency in technology.

AREA 4: History
UNC Liberal Arts Core Course Criteria

Area 4 of the UNC Liberal Arts Core contains courses included within the Social and Behavioral Sciences content area within the state's gtPathways program. Any course meeting the criteria listed below will meet the state's content criteria for gtPathways courses in Social and Behavioral Sciences.

UNC Liberal Arts Core Goal

The requirement in history is designed to help students acquire a broad foundation in social science knowledge and ability to apply this understanding to contemporary problems and issues. More specifically, these courses are designed to help students:

- gain insight into the methods of social sciences,
- understand historical and social frameworks, and
- understand how individuals relate to the social world, past and present.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of Area 4 History courses shall be designed to:

1 AND 2 AND 3 AND 4 AND 5

1. provide content knowledge in history through historical frameworks exploring important aspects of U.S. culture, society, politics, economics or its position in the world; or historical frameworks that explore and compare achievements, issues, and characteristics of the world and its cultures and engage students in an analytical, chronological study of significant human experiences through:
 - a. knowledge of a chronological structured analysis of significant human experiences,
 - b. understanding of the interpretive and analytical methods that are necessary to build accounts of the past, and
 - c. understanding that alternative analytical perspectives can create different narratives of the past;
2. develop ability to use the social sciences to analyze and interpret issues;
3. develop understanding of diverse perspectives and groups;
4. enhance their competency in critical thinking;
5. enhance their competency in written communication; [Note: in addition to the requirements of the state's competency for written communication, the following requirements must be met:
 - a. 20% - 25% of the final grade must be based on writing assignment,
 - b. this work must be graded work,
 - c. in-class assignments must be of a scale at least as large as one has in an essay exam (short-answer questions do not fulfill this requirement), and

- d. this work must include assignments done outside of the classroom (in-class assignments are not enough; a piece of polished writing prepared by students outside of class must be included)];

AREA 5A: Economic and Political Systems
UNC Liberal Arts Core Course Criteria

Area 5A of the UNC Liberal Arts Core contains courses included within the Social and Behavioral Sciences content area within the state's gtPathways program. Any course meeting the criteria listed below will meet the state's content criteria for gtPathways courses in Social and Behavioral Sciences.

UNC Liberal Arts Core Goal

Collectively, the requirements in social and behavioral sciences are designed to help students acquire a broad foundation in social science knowledge and ability to apply this understanding to contemporary problems and issues. Specifically the social and behavioral sciences requirement helps students:

- gain insight into the methods of social sciences,
- understand social frameworks, and
- understand how individuals relate to the social world.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of Area 5A Economic and Political System courses shall be designed to help students:

1 AND 2 AND 3 AND 4 AND (5 OR 6)

1. know and understand economic or political systems;
2. develop ability to use the social sciences to analyze and interpret issues;
3. develop understanding of diverse perspectives and groups;
4. enhance their competency in critical thinking;
5. enhance their competency in written communication; [Note: in addition to the requirements of the state's competency for written communication, the following requirements must be met:
 - a. 20% - 25% of the final grade must be based on writing assignment,
 - b. this work must be graded work,
 - c. in-class assignments must be of a scale at least as large as one has in an essay exam (short-answer questions do not fulfill this requirement), and
 - d. this work must include assignments done outside of the classroom (in-class assignments are not enough; a piece of polished writing prepared by students outside of class must be included)];
6. enhance their competency in technology.

AREA 5B: Geography
UNC Liberal Arts Core Course Criteria

Area 5B of the UNC Liberal Arts Core contains courses included within the Social and Behavioral Sciences content area within the state's gtPathways program. Any course meeting the criteria listed below will meet the state's content criteria for gtPathways courses in Social and Behavioral Sciences.

UNC Liberal Arts Core Goal

Collectively, the requirements in social and behavioral sciences are designed to help students acquire a broad foundation in social science knowledge and ability to apply this understanding to contemporary problems and issues. Specifically the social and behavioral sciences requirement helps students:

- gain insight into the methods of social sciences,
- understand and social frameworks, and
- understand how individuals relate to the social world.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of Area 5B Geography courses shall be designed to help students:

1 AND 2 AND 3 AND 4 AND (5 OR 6)

1. know and understand how geography creates a sense of identity, shapes a culture, and influences the economics of a region;
2. develop ability to use the social sciences to analyze and interpret issues;
3. develop understanding of diverse perspectives and groups;
4. enhance their competency in critical thinking;
5. enhance their competency in written communication; [Note: in addition to the requirements of the state's competency for written communication, the following requirements must be met:
 - a. 20% - 25% of the final grade must be based on writing assignment,
 - b. this work must be graded work,
 - c. in-class assignments must be of a scale at least as large as one has in an essay exam (short-answer questions do not fulfill this requirement), and
 - d. this work must include assignments done outside of the classroom (in-class assignments are not enough; a piece of polished writing prepared by students outside of class must be included)];
6. enhance competency in technology.

AREA 5C: Human Behavior and Social Systems
UNC Liberal Arts Core Course Criteria

Area 5C of the UNC Liberal Arts Core contains courses included within the Social and Behavioral Sciences content area within the state's gtPathways program. Any course meeting the criteria listed below will meet the state's content criteria for gtPathways courses in Social and Behavioral Sciences.

UNC Liberal Arts Core Goal

Collectively, the requirements in social and behavioral sciences are designed to help students acquire a broad foundation in social science knowledge and ability to apply this understanding to contemporary problems and issues. Specifically the social and behavioral sciences requirement helps students:

- gain insight into the methods of social sciences,
- understand social frameworks, and
- understand how individuals relate to the social world.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of Area 5C Human Behavior and Social Systems courses shall be designed to help students:

1 AND 2 AND 3 AND 4 AND (5 OR 6)

1. know and understand that human behavior, including learning, cognition, and human development; or cultural or social frameworks that explore and compare achievements, issues and characteristics of the world and its different cultures;
2. develop ability to use the social sciences to analyze and interpret issues;
3. develop understanding of diverse perspectives and groups;
4. enhance their competency in critical thinking;
5. enhance their competency in written communication; [Note: in addition to the requirements of the state's competency for written communication, the following requirements must be met:
 - a. 20% - 25% of the final grade must be based on writing assignment,
 - b. this work must be graded work,
 - c. in-class assignments must be of a scale at least as large as one has in an essay exam (short-answer questions do not fulfill this requirement), and
 - d. this work must include assignments done outside of the classroom (in-class assignments are not enough; a piece of polished writing prepared by students outside of class must be included)];
6. enhance their competency in technology.

AREA 6: Physical & Life Sciences
UNC Liberal Arts Core Course Criteria

Area 6 of the UNC Liberal Arts Core contains courses included within the Natural/Physical Sciences content area within the state's gtPathways program. Any course meeting the criteria listed below will meet the state's content criteria for gtPathways courses in Natural/Physical Sciences.

UNC Liberal Arts Core Goal

Collectively, the requirement in natural and physical sciences is designed to help students master scientific knowledge at a level that facilitates communication in an increasingly technological society, including:

- to instill a clear understanding of the basic scientific viewpoint,
- to enable students to learn and use the scientific method,
- to evaluate the impacts of science and technology on society, and
- to increase the level of science literacy.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of Area 6 Physical & Life Sciences is designed to help students:

Lecture Class: 1 AND 3 AND 4

Lecture Class with Lab: 1 AND 2 AND 3 AND 4

1. through class meetings:
 - a. develop foundational knowledge in specific field(s) of science,
 - b. develop an understanding of and ability to use the scientific method,
 - c. recognize that science as a process involves the interplay of observation, experimentation and theory,
 - d. develop quantitative approaches to study natural phenomena,
 - e. identify and highlight interconnections between specific science courses being taught and larger areas of scientific endeavor, and
 - f. distinguish among scientific, nonscientific, and pseudoscientific presentations, arguments and conclusions;
2. in laboratory (either a combined lecture and laboratory, or a separate laboratory tied to a science lecture course):
 - a. develop concepts of accuracy, precision, and the role of repeatability in the acquisition of scientific data,
 - b. be predominately hands-on and inquiry-based with demonstration components playing a secondary role,
 - c. emphasize a student's formulation and testing of hypotheses with scientific rigor,
 - d. stress student generation and analysis of actual data, the use of abstract reasoning to interpret these data, and communication of the results of experimentation,

- e. develop modern laboratory skills, and
 - f. emphasize procedures for laboratory safety;
3. enhance their competency in mathematics;
 4. enhance their competency in critical thinking.

AREA 7: International Studies
UNC Liberal Arts Core Course Criteria

UNC Liberal Arts Core Goal

The requirement in international studies is designed to help students:

- recognize the modern world as one of cultural, environmental, political, and economic, interdependence;
- build a framework of knowledge towards greater understanding of human conflict and how diverse societies work; and
- identify how they, as individuals and members of communities, fit into a rapid-paced global society.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of Area 7 International Studies courses shall be designed to help students:

1 AND 2 AND (3 OR 4 OR 5 OR 6)

1. know and understand disciplinary and interdisciplinary approaches to understanding cultures and nationalities outside of the United States in the context of an ever-increasingly global world as well as their knowledge of cross-cultural studies and comparative studies;
2. enhance their competency in critical thinking;
3. enhance their competency in written communication;
4. enhance their competency in reading;
5. enhance their competency in technology;
6. enhance their competency in basic language skills

AREA 8: Multicultural Studies
UNC Liberal Arts Core Course Criteria

UNC Liberal Arts Core Goal

The requirement in multicultural studies is designed to help students:

- comprehend the diversity of the human condition and the American experience in the United States and throughout the history of the United States;
- observe distinctions of race, ethnicity, gender, class, religion, language, and sexual orientation in order to develop knowledge of and appreciation for cultures different from their own; and
- integrate knowledge of cultures co-existing within the United States and their impact upon social, environmental, political, and economic issues.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of Area 8 Multicultural Studies courses shall be designed to help students:

1 AND 2 AND (3 OR 4 OR 5 OR 6)

1. knowledge of disciplinary and interdisciplinary approaches to understanding cultures primarily within the United States and of cross-cultural studies and comparative studies.
2. enhance their competency in critical thinking
3. enhance their competency in written communication
4. enhance their competency in reading
5. enhance their competency in technology
6. enhance their competency in basic language skills

CONTENT AREA: ELECTIVES
UNC Liberal Arts Core Course Criteria

UNC Liberal Arts Core Goal

Elective courses are designed to help students further advance a liberal arts education through the acquisition of general knowledge and development intellectual capacities, but do not meet the specific criteria of Areas of 1-8 or while waiting on gtPathway approval for Areas 1-6.

Criteria for Inclusion in the UNC Liberal Arts Core

Content of Elective courses shall be designed to:

1 AND 2 AND (3 OR 4 OR 5)

1. further the mission of the Liberal Arts Core at the University of Northern Colorado.
(Typically elective courses will be courses that provide students with a foundation in interdisciplinary studies that do not fit into Areas 1-8 of the Core;
2. enhance students' competency in critical thinking;
3. enhance students' competency in written communication;
4. enhance students' competency in reading;
5. enhance students' competency in technology.

From <http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/critthinking.pdf>

COMPETENCY: CRITICAL THINKING

General Education

Guiding Principle: The goal of instruction in “critical thinking” is to help students become capable of critical and open-minded questioning and reasoning. An understanding of argument is central to critical thinking.

Definition: Critical Thinking competency
Ability to examine issues and ideas and to identify good and bad reasoning in a variety of fields with differing assumptions, contents and methods.

Criteria

1. Information Acquisition:

- Identify questions, problems, and arguments.
- Differentiate questions, problems, and arguments.

2. Application

- Evaluate the appropriateness of various methods of reasoning and verification.
- State position or hypothesis, give reasons to support it and state its limitations.

3. Analysis

- Identify stated and unstated assumptions.
- Assess stated and unstated assumptions.
- Critically compare different points of view

4. Synthesis

- Formulate questions and problems.
- Construct and develop cogent arguments.
- Articulate reasoned judgments.

5. Communication

- Discuss alternative points of view.
- Defend or criticize a point of view in view of available evidence.

6. Evaluation

- Evaluate the quality of evidence and reasoning.
- Draw an appropriate conclusion.

11/30/2005

The above bullets represent the full spectrum of criteria that may define this competency. For the purposes of qualifying a state-guaranteed general education course that requires this competency, the institution must demonstrate that the course substantively addresses most, not necessarily all, of the stated criteria.

From <http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/mathcomp.pdf>

COMPETENCY: MATHEMATICS

General Education

(Defines criteria for mathematics competency across the curriculum. See mathematics content for course-specific criteria.)

Definition:

Ability to use mathematical methods, reasoning and strategies to investigate and solve problems.

Criteria

1. Information Acquisition:

- Select data that are relevant to solving a problem.

2. Application

- Use several methods, such as algebraic, geometric and statistical reasoning to solve problems.

3. Analysis

- Interpret and draw inferences from mathematical models such as formulas, graphs, and tables.

4. Synthesis

- Generalize from specific patterns and phenomena to more abstract principles and to proceed from abstract principles to specific applications.

5. Communication

- Represent mathematical information symbolically, graphically, numerically and verbally.

6. Evaluation

- Estimate and verify answers to mathematical problems to determine reasonableness, compare alternatives, and select optimal results.
- Recognize that mathematical and statistical methods have limitations.

11/30/2005

The above bullets represent the full spectrum of criteria that may define this competency. For the purposes of qualifying a state-guaranteed general education course that requires this competency, the institution must demonstrate that the course substantively addresses most, not necessarily all, of the stated criteria.

From <http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/reading.pdf>

COMPETENCY: READING

Criteria apply to all general education courses that develop reading competency (criteria is not course specific)

Guiding Principle:

The ability to read critically is developed as students process visual information and apply the information to real problems across the curriculum.

Definition:

The ability to read critically and thoughtfully.

Criteria

1. Information Acquisition

- Recognize the different purposes and types of writing (e.g., descriptive, persuasive, narrative, imaginative, technical)

2. Application

- Read newspapers and journals to track current events and issues.
- Extract main points from texts and presentations.
- Research topics using the web and other technologies.
Demonstrate comprehension of material by applying it to a written report, oral presentation, or group discussion.

3. Analysis

- Summarize or interpret an author's point of view in written or oral format

4. Synthesis

- Interpret material by connecting own experiences to what is read in written or oral format.

5. Communication

- Use logic, reasoning, content analysis, and interpretative skills when reading printed or published materials.
- Convey the essence of read material to others by paraphrasing or citing in written or oral format.

6. Evaluation

- Select texts that are credible and appropriate sources for written or oral case building.
- Identify common fallacies (e.g., fact, logic, and relationships) in presentations and written texts.
- Compare the value or relevance of information obtained from different sources.

11/30/2005

The above bullets represent the full spectrum of criteria that may define this competency. For the purposes of qualifying a state-guaranteed general education course that requires this competency, the institution must demonstrate that the course substantively addresses most, not necessarily all, of the stated criteria.

From <http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/technology.pdf>

COMPETENCY: TECHNOLOGY
General Education

Guiding Principle:

The integration of appropriate technology competencies and skills support the mastery of content of general education. The use of technology should never suppress content or diminish the rigor of general education courses.

Definition of technology competency:

Ability to select and apply contemporary forms of technology to solve problems or compile information.

Criteria

1. Information Acquisition:

* Conceptually understand available networking tools (e.g. web search engines, web sites), select, discriminate and evaluate sources for credibility and appropriateness.

2. Application:

* Achieve a familiarity with contemporary technology that allows a student to identify which technologies are useful and/or appropriate.

3. Analysis:

* Use appropriate technology to analyze information or data as required in a field of study.

4. Synthesis:

* Integrate information or data from a variety of sources to form a position or present a point of view.

5. Communication:

* Use current technology as a venue for information sharing (e.g. post a web page).

6. Evaluation:

* Determine which technologies apply to the task, understand the limitations of those technologies and know how to combine technologies effectively.

11/30/2005

The above bullets represent the full spectrum of criteria that may define this competency. For the purposes of qualifying a state-guaranteed general education course that requires this competency, the institution must demonstrate that the course substantively addresses most, not necessarily all, of the stated criteria.

From <http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Competency/writtencomm.pdf>

COMPETENCY: WRITTEN COMMUNICATION

Criteria apply to all general education courses that develop written competency (this competency is not course specific)

Guiding Principle:

Learning to write is a complex process that takes place over time with continued practice and informed guidance. While qualified writing professionals help students learn writing skills and knowledge of writing conventions, written communication competency is developed as students apply this knowledge across the curriculum. The statements below describe the level of competency in expository writing that students develop and refine in the general education curriculum.

Definition:

Student demonstrates the ability to write clearly and concisely.

Criteria

1. Information Acquisition
 - Find, select, and synthesize information from appropriate primary and secondary sources.
2. Application
 - * Apply knowledge of syntax, grammar, punctuation and spelling in writing assignments.
 - * Use appropriate vocabulary, formats, and documentation for different writing tasks.
3. Analysis
 - Critique own and others' work.
4. Synthesis
 - Integrate own ideas with those of others.
5. Communication
 - Convey a primary theme or message in a written text.
 - Use a variety of research tools, including current technological resources.
6. Evaluation
 - Clarify ideas and improve the quality of a written paper by using feedback.

See Communication Content Criteria for course-specific criteria.

11/30/2005

The above bullets represent the full spectrum of criteria that may define this competency. For the purposes of qualifying a state-guaranteed general education course that requires this competency, the institution must demonstrate that the course substantively addresses most, not necessarily all, of the stated criteria.